



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

NEWS ITEMS

The History of Texas in the World War.—By the advice and request of the School of History of the University of Texas the President and Regents of that institution made provision in October, 1918, for the collection and preservation of the records of the State's activities in the Great War. Professor Milton R. Gutsch, who had already built up a very comprehensive and valuable collection of war posters for the University Library, was relieved temporarily of teaching duties and appointed to direct the work. To carry out the undertaking successfully Mr. Gutsch will need the assistance of local county and community committees throughout the State. One needs only to remember the complaints almost constantly heard in the South that historians have never done justice to the South's part in the making of the nation to understand the supreme importance of making this collection as complete as possible. History can only be written from the authentic records of the past; and the State which neglects to preserve its historical materials has no right to complain of the partiality of the historian who fails to give it full credit for its efforts and sacrifices. Indeed, no more lasting and fitting monument to the patriotism of a community can be established than to preserve fully and authentically the record of its work in the war. It is the hope of the history teaching staff of the University that the service record of every man who enlisted in the State for any branch of the army and navy, as well as the data for the history of the State's industrial, agricultural, financial, and social organization for the war can be obtained and permanently preserved in the University Library.

To assist local committees and give them an idea of the comprehensive nature of the material desired, Professor Gutsch has prepared the following suggestions:

1. *Military Material:* (a) Have questionnaires printed exactly like the sample which will be furnished by the Director, one for every man in the military or naval service of the United States government.¹ (b) Fill out the questionnaires. If pos-

¹The questionnaire indicates the scope of the biographical information desired: NAME (in full). PHOTO: yes—no. Race (white, Indian or

sible use the draft questionnaires for information relating to the biography of the individual before his induction into the service. Fill out the unanswered questions from the information collected directly from the man in service, if possible. If impossible, get the necessary information from his relatives. Be sure in each case that the answers made are trustworthy impressing upon the person interviewed the importance of accuracy and honesty. Check up these answers, if possible. (c) Secure all letters and diaries of the inducted pertaining to the war. In case originals cannot be obtained, endeavor to secure accurate copies. When possible get the name of the place at which the letter was written and attach the name, written on a separate piece of paper, by a paper clip to the letter. (d) Secure a photograph of the inducted and write upon the back his name in full with the approximate date of taking. Procure also such other photographs and group pictures showing military units as you can, always noting on the back of each the date of taking and in case of group pictures the necessary explanatory information.

(NOTE.—The Adjutant General's office does not have on file a complete list of all men who have entered the service from Texas. Unless these records are compiled by local committees,

negro). RESIDENCE. BIRTH: Date, Month, Year, Place, County, State, Country. OCCUPATION (at time of induction), Where employed, Average wage or salary per month, Previous occupations with name and residence of employer and approximate dates of employment. DOMESTIC RELATIONS: Married or single, Date of marriage, Place, Maiden name of wife, Birth place of wife, Widower, Date, Cause (death or divorce), Children (names and dates of birth). PARENTAGE: Maiden name of mother, Place of birth, County, State, Country, Approximate date, Date and place of death, Name of father, Place of birth, County, State, Country, Approximate date, Date and place of death, Name and address of nearest kin. CHURCH AFFILIATION. EDUCATION: Highest grade reached in primary education, School, Highest grade reached in secondary education, School, College education, when and where, Degrees held, when and where received. POLITICAL AFFILIATION: At time of induction, At time of discharge. MILITARY INDUCTION: Were you a member of a military organization April 6, 1917? What organization? How long had you been a member? Did you enter the service after the declaration of war by draft or voluntary enlistment? When? Where? Which branch (infantry, artillery, cavalry, signal corps, etc.) Transfers to other branches: When? TRAINING: What military training had you had before April 6, 1917? Where were you trained after induction? Approximate dates. MILITARY UNITS: To what unit were you assigned? Company or other unit, Regiment, Transfers to other units with approximate dates. RANK: What was your rank when first in service? Promotion with dates? Military honors with dates and cause? By whom conferred? SERVICE IN UNITED STATES: Kind, Where and when per-

many of the names may never be recovered. The draft questionnaires contain only a very small part of the information desired by the Record Questionnaire.)

2. *The Records of Community War Service Committees.*—All records, correspondence and official reports issued by the county council of defense and its subdivisions, the Red Cross, the Y. M. C. A., the Y. W. C. A., the Knights of Columbus, the Jewish Relief, the Association of Commerce, the several Liberty loan committees, the war savings stamps committee, the War Speakers' Bureau, War Community Service, Library Association, Salvation Army, the food administration, and the fuel administration, so far as they pertain to your county's activity in the war.

3. *The proclamations and reports of all county, city or village governments* or officers (executive and administrative, legislative, and judicial) so far as they pertain to your county's activity in the war. (If hand bills or printed proclamations were used, secure a copy of each, if possible.)

4. *The reports of all public meetings* held in the county for war purposes, such as club meetings, meetings of labor unions, social and professional organizations and patriotic societies. Secure copies of resolutions passed at such meetings, and, if possible, reports of discussion and action taken.

5. *Economic and Industrial Material:* (a) Secure the name of every manufacturing plant engaged in war work in your county, with the names of the officers and employes during the period

formed. EN ROUTE FOR WAR FRONTS: Date of departure, Name of transport, Seaport, Attacks made on transport en route; Dates of, Nature of Attacks, Result, Date and place of arrival in Europe or Asia, Training on foreign soil; date and place, Assignment to "Back of the Lines" Duty: Nature of duties, when and where. ON THE WAR FRONT: When were you first assigned to front line duty? Where, What were your particular duties (cook, bugler, etc.)? Battles engaged in, date and place, Wounded: How, Date, Place, Nature of wound, How severe, Confinement in Hospital: Where, When, Date of discharge, Date and place of return to active service. ILLNESS: Nature of, When, Hospital confinement, Where, When, Date of Discharge, Date and place of return to active service. FINAL DISCHARGE: Date, Place, Honorable or dishonorable, Cause of discharge. DEATH: Date, Place, Cause, Burial, place and date. CAPTIVITY: When captured, Where, Prisons in which confined, with dates, Escape, Date of, How made, Release, Date of, Cause of. RECONSTRUCTION DUTY: Where were you stationed at the time of the armistice? What enemy cities or fortresses were occupied by your unit after the armistice with dates of occupation? RETURN TO AMERICA: Date of departure, Seaport, Transport, Arrival in America: Date, Place, When and where mustered out, Rank when mustered out.

of the war. (b) If possible, secure a photograph of the plant and photographs and descriptions of the materials made for the government. (c) Secure copies of the contracts with the United States government. (d) Secure data upon the amount of the manufactured goods shipped to the government each month since the beginning of the contract and place or places to which the goods were sent with amount in each case. (e) Get a statement as to the total cost to the government of the material manufactured. (f) If possible, secure copies of the correspondence between the government and the factory pertaining to this war work.²

6. *Newspapers and Periodicals*: A separate file of all newspapers, war pamphlets and periodicals (both white and negro) published in the county between July 1, 1914, and the conclusion of the war should be collected. Don't forget the publications of the war camps. An index of your county's activity in the war will be made at the University.

7. *Civilian War Work and Relief Work*: Such as the records of the local Red Cross organization, nursing, sewing, knitting, sending supplies to soldiers, etc. Get in touch with the women's clubs and the patriotic organizations in your county.

8. *Records of War Camp Community Service*.

9. *Children's Work*: Secure the name of every boy and girl who raised a war garden, engaged in farm work, sold thrift stamps and Liberty bonds. Compile a record of the amount of work performed and results achieved by each.

10. *Educational*: (a) Secure copies of resolutions, reports, recommendations, and records of the city, precinct, village or county school boards, teachers' meetings, local faculty meetings, and petitions to these bodies, regarding changes of policy, course, text, teaching staff, etc., because of the war. Also reports of action taken and cause in each case. (b) Secure similar data from the local principals and county and local superintendents. (c) Get records of each school as to Liberty loan, Red Cross, war savings stamps, etc., campaigns.

11. *Mercantile*: (a) Secure the name of every mercantile establishment providing the United States government with sup-

²Professor Gutsch has prepared questionnaires covering industrial, agricultural, and mercantile services.

plies, with names of officers and employes during the period of the war. (b) Secure copies of contracts with the United States government. (c) Secure data upon the amount of commodities supplied each month since the beginning of the contract and place and places to which goods were sent in each case. (d) Get data as to cost of these materials to the government. (e) Secure copies, if possible, of the correspondence between the government and the mercantile establishment pertaining to these supplies.

12. *Agricultural*: (a) Secure name of every person engaged in agriculture in your county, size of farm or ranch, acreage devoted in each of the following years: 1913, 1914, 1915, 1916, 1917, 1918, 1919, to (1) cotton, (2) corn, (3) wheat, (4) rice, (5) cane, (6) oats, (7) fodder, (8) castor beans and other special products; acreage devoted to cattle, sheep, horses, mules, etc., with number of cattle, etc., in each case. (b) Secure data as to amount of each kind of agricultural produce raised for the years enumerated above. Also value. (c) Secure copies of contracts with the United States government for the supply of these commodities. (d) Secure data upon the amount of commodities supplied the government in accordance with these contracts each month and place or places to which they were sent in each case. (e) Get data as to the cost of these commodities in total to the United States government. (f) Secure copies, if possible, of the correspondence between the government and the person engaged in agriculture pertaining to these supplies.

The University of Texas has published *A Source Book Relating to the History of the University of Texas: Legislative, Legal, Bibliographical, and Statistical*, compiled by Dean H. Y. Benedict. It will be reviewed in the next issue of THE QUARTERLY.

"Dueling and duelists of old Texas times" is the title of a long and interesting paper published by Mr. Ben C. Stuart in the *Galveston News* of November 24, 1918.

The death of Senator Augustus R. McCollum, of Waco, occurred at Austin, November 9, 1918. Judge Ben H. Rice, of the Court of Civil Appeals of the Third Judicial District, died in Austin, November 16, 1918. Judge J. E. Yantis, late associate justice of the Supreme Court of Texas, died at Waco, December

1, 1918. Peter Radford, formerly president of the Farmers' Union, died while in Madison, Wisconsin, December 1, 1918. Fitzhugh F. Hill, prominent in political circles, died at Denton, December 10, 1918.

Mrs. Bettie Bryan died at her home in Houston, November 20, 1918. Mrs. Bryan was successful in business and a woman pioneer in dealing in real estate.

Mrs. Julia de Zavala died at her home in San Antonio, December 13, 1918. Mrs. De Zavala was the widow of Augustine, son of Lorenzo de Zavala, first vice-president of the Republic of Texas.

In the *Musical Courier* of January 3, 1918, there is an article by Professor Samuel E. Asbury, of A. and M. College, Texas, on "Naive Music," in which he presents a sketch of an opera on the theme of the Texas Revolution, with General Houston as the central character.

The *Dallas News* of December 18, 1918, publishes a letter written by the late M. Lasker of Galveston, January 1, 1909, reviewing the development of the Sanger Brothers stores. It is an interesting and valuable contribution to the history of commerce in Texas from 1858 to the present.

AFFAIRS OF THE ASSOCIATION

The annual meeting of the Texas State Historical Association will be held at the University of Texas, Austin, Texas, March 3, at 10 o'clock, in Room 158. A meeting of the Executive Council will precede.

The reduction in the size of *THE QUARTERLY* is due to the increased cost of printing—about 33½ per cent.